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ABSTRACT

This book offers guidance to elementary school teachers in Australia on establishing an integrated learning environment in which students are encouraged to confront and consider important ideas and decide the most effective ways of communicating these ideas to others. An approach is presented that seeks to maintain a balance between structured teacher planning and interactive learning. The six chapters of the book are: (1) "The Context and the Framework" (Keith Pigdon and Marilyn Woolley), which articulates a framework of ideas and approaches to integrated learning, arguing that the essence of "the big picture" lies in the ideas which drive curriculum planning and provide the purposes behind teaching and learning strategies; (2) "A Planning Model" (Pigdon and Woolley), which presents a model for planning and implementing integrated curriculum units; (3) "Translating the Model into Practice" (Kath Murdoch), which offers a case study of a particular unit on the environment; (4) "Language and Integrated Learning" (David Hornsby and Jo-ann Perry), which illustrates how integrated learning approaches can be implemented in a language program; (5) "Assessment and Evaluation" (Jeni Wilson), which suggests that integrated learning approaches require comprehensive and systematic observation, analysis, and record-keeping; and (6) "Bringing about Curriculum Change" (Neville Johnson), which considers the issues of implementation at classroom and school levels. (AC)

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